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ABSTRACT

A psychodynamic view posits that persistence of behavior change requires modification of a more or less permanent, spontaneous behavior potential which is partially outside the person's awareness and control. A review of the research and theoretical literature between 1960 and 1972 about video playback and other kinds of self-confrontation in education and psychology suggests an eclectic dynamic view. Video playback seems a powerful placebo with potential for harm as well as help. The change process includes stress; intense focus of self; identification of discrepancies among experience, observation, and goal; general activation of the system; increased realism; disruption of behavior; reassembly of behavior; and changes in discrepancies. Interacting upon outcomes are characteristics of the subject, the performance, the feedback, the focus, the focuser, the feedback situation, the subsequent real-life situation; and opportunities for elicitation, assembly, and continued use of behaviors. Application requires a systems approach including various subject, treatment, and context combinations for various outcomes. This system is called Personalized Teacher Education. (Author)

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Putting It All Together:
An Attempt to Integrate Theory and Research About Self Confrontation in Teacher Education

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This paper is to be presented at the 1973 meetings of the American Educational Research Association. It was listed in the AERA Program under the title "An Eclectic Dynamic View of Video Playback: Self Confrontation in Personalized Teacher Education."

Teacher education is often said to lack both a theoretical and an empirical base. However this is true only if we think about teacher education as a separate area of investigation.

This symposium represents a different view. Teacher education here is seen as a specific case of the general class called "behavior change." Three major theories of behavior change have been brought to bear by the participants in this symposium to conceptualize the processes and outcomes of one procedure used to change behavior in teacher education, video playback.

This view of teacher education as a specific case of a more general class can also make the experimental literature more useful. For example the experimental literature on interpersonal influence, on helping

SP 006 646

relationships and on behavior change can cast light on teacher education.

If we apply this line of reasoning to video playback, we see that playback is a specific case of an area of investigation most commonly called self confrontation but also listed under other descriptors such as self viewing, feedback and psychotherapeutic interpretation. A considerable literature on these topics exists which a colleague of mine and I have reviewed (Fuller and Manning, 1972). A copy of this review with a list of references is available. However in this present paper I will only touch upon the most general conclusions of that review since my objective here is to attempt to integrate theory with some convergences from the research rather than to dwell on the research alone.

That research review is important however because it was one source of the conceptualization presented here. The other source of course is theories about behavior change.

As we considered the experimental literature on self confrontation and allied topics, convergences in that literature seemed consistent with theory even though the theory was not being tested. Different investigators observed similar outcomes which seemed to us consistent with theory. For example, one frequently observed outcome of video playback is increased realism about the self, an outcome posited for confronting procedures like reflection and clarification in client centered therapy.

In addition, different theories seemed to fit together. Different conceptualizations, or at least ostensibly different, conceptualizations of the processes underlying self confrontation complemented one another. We noticed that theory A seemed to assume that some process of theory B had

already occurred. In other words both theory A and theory B outcomes had to occur to produce posited changes. In the rare instances when this was put to empirical test, the theory B process or outcome did indeed seem necessary for theory A procedures to work.

A description of this integration of theory and research is the principal burden of this paper. This conceptualization is extremely tentative however, based as it is on bits and pieces of evidence. This presentation may thus be considered premature. However, the purpose of presenting it here in the presence of sophisticated theoreticians is to identify inadequacies in the conceptualization, particularly points at which the integrated conceptualization violates particular theories. I invite both critical comment and suggestions particularly about evidence I have overlooked which would support or refute the points over which this still flimsy conceptual net is spread.

First, I will briefly summarize the research and the convergences in the literature on self confrontation. Second, I will describe a conceptualization which attempts to integrate these convergences with theory. Third, in order to clarify the conceptualization, I will briefly outline the steps of a procedure to implement the conceptualization.

This attempt to encompass research, theory and application in a few minutes will require my seven league boots and your tolerance of many oversimplified overgeneralizations. However, papers with additional detail about the research, the conceptualization and the procedures are available for those who wish to sign up for them after this session.

Research Convergences

The education and psychology literature including ERIC and dissertation abstracts which related to self confrontation was reviewed from 1958 through the spring of 1972. The literature clearly divides itself into enthusiastic clinical comment on the one hand and cautious, even dour, empiricism on the other. I will discuss the latter touching only the high points regarding outcome, subject characteristics, treatment characteristics and interactions among them.

Outcomes

Self confrontation is found to be a stressful, arousing experience with potential for harm as well as help. Its most frequently observed immediate effects are intense focusing on the self, especially the physical self, general activation of the system and increased realism about the self. Changes in behavior seem to include both improvements and decrements.

Arousal

Confrontation, even just with one's own voice, seems to dither the system physiologically. Nearly all investigators, whether they were looking for arousal or not, report stepped up activity. Stress reactions and increased anxiety seem to be the rule when no stress-reducing adjuncts are provided, but they decrease somewhat with continued exposure. Also observed are increased verbal productivity, physical activity, increased responsiveness and increased interest in experimenting with new behavior.

Focus on Self

People react strongly to their physical appearance, voices and mannerisms. They evaluate themselves globally and intensely but can be trained to focus on other aspects of the feedback.

Realism

Confrontation increases realism about the self usually defined in terms of reduced discrepancy between self description and observer description. Since the base rate for realism about the self is quite low, particularly for females, this may be an important gain for teachers. However it may be a painful downward revision. This is supported by the frequent finding that self esteem typically does not increase after confrontation and is sometimes found to decline.

Realism may possibly increase even more than is measured. Self disclosure does not increase and may even decline. Perhaps increases in realism in a negative direction are larger than found. However receptivity does seem to increase. What may be happening is that confronted subjects are aroused and actively receptive so that when they see themselves as they see others and as others see them, their views come to resemble the views of others.

Performance

Specifiable behaviors which are under the subject's voluntary control can be changed at least temporarily. Sometimes changes are decrements. When changes occur in the desired direction, the treatment seems to include

components in addition to confrontation itself. Decrements seem particularly likely under certain conditions and for subjects with certain characteristics.

Subject Characteristics

The words "idiosyncratic" and "individualistic" are often used by investigators to describe reactions to confrontation. The links between specific predisposing characteristics and specific outcomes are not clear but apparently some conditions are handicapping. These include dissatisfaction with the video taped performance, low self esteem, anxiety, dogmatism, unattractive physical appearance and poor body image. In general the person most likely to benefit from confrontation is in good shape before the confrontation and is probably like the person found by other research to benefit from other kinds of psychological treatment: those who are young, attractive, intelligent, open to change and with the capacity to change.

Treatment Characteristics

The confrontation should take place soon after the behavior has occurred since delay reduces its potency. The feedback on which the confrontation is based should be unambiguous and trustworthy.

The confrontation should be both focused and facilitative. Confrontation which is not accompanied by some focus is generally reported not to produce changes desired. For example, solitary tape viewing or listening

is almost universally reported to be unproductive. Focus may be provided by another person, by instructions, or even by the goals implicit in the situation.

Focus should be moderate rather than very strong or very weak. Focus strength can be operationally defined in terms of discrepancies. One possible discrepancy is that between the person's experience of his performance and his observation of his performance. If what he sees is just like what he experienced, the discrepancy is small. If what he sees is very different from what he experienced, the discrepancy is large.

A second possible discrepancy is that between the observed performance and the desired performance. If this discrepancy is very small, there is no change necessary. If the discrepancy is extremely large, change may seem impossible. Consequently a moderate discrepancy represents need for change but not an impossible change.

The content of the focus might influence the outcome of the confrontation in the sense that what is focused upon is what is changed. Lack of focus might even have adverse effects by permitting focus upon irrelevant or misunderstood aspects of the performance.

Facilitation includes low threat in the situation as well as personal characteristics and interpersonal skills of the focuser. These interpersonal skills probably include the ability to adjust the strength of the focus so that the discrepancies among the person's experiencing, his observation of himself, and his goals are moderate rather than very large or very small.

Clinicians Vs. Experimentalists Explained

The reasons why clinicians are enthusiastic and researchers are cautious now seem apparent. Confrontation is an arousing experience which decreases discrepancies between the person's view of himself and an observer's view of him. In other words confrontation tends to get the person to agree with another's view of him and motivates him to change. The enthusiasm of clinicians who are teacher educators as well as psychotherapists, is then understandable. Confrontation, usually in the form of video playback, resolves one of their most pressing problems: arousing motivation to change. In addition it causes their clients to agree with their view of those clients. What could satisfy a would-be behavior changer more than to have the changee say, "You are right about me and I want to change!"

Conceptualization of the Confrontation Experience

In order to give some content to our examples let's assume that a teacher has been video taped teaching and that seeing her tape is the confrontation experience.

The top triangle on your handout represents the discrepancies generated within the teacher. The lower left point of the triangle represents the teacher's experience of her performance. Think of this as "e" for experiencing. The apex of the triangle represents the teacher's goal, what she was trying to do. Think of this as "g" for goals. The lower right point of the triangle represents her observation of her performance, what she sees

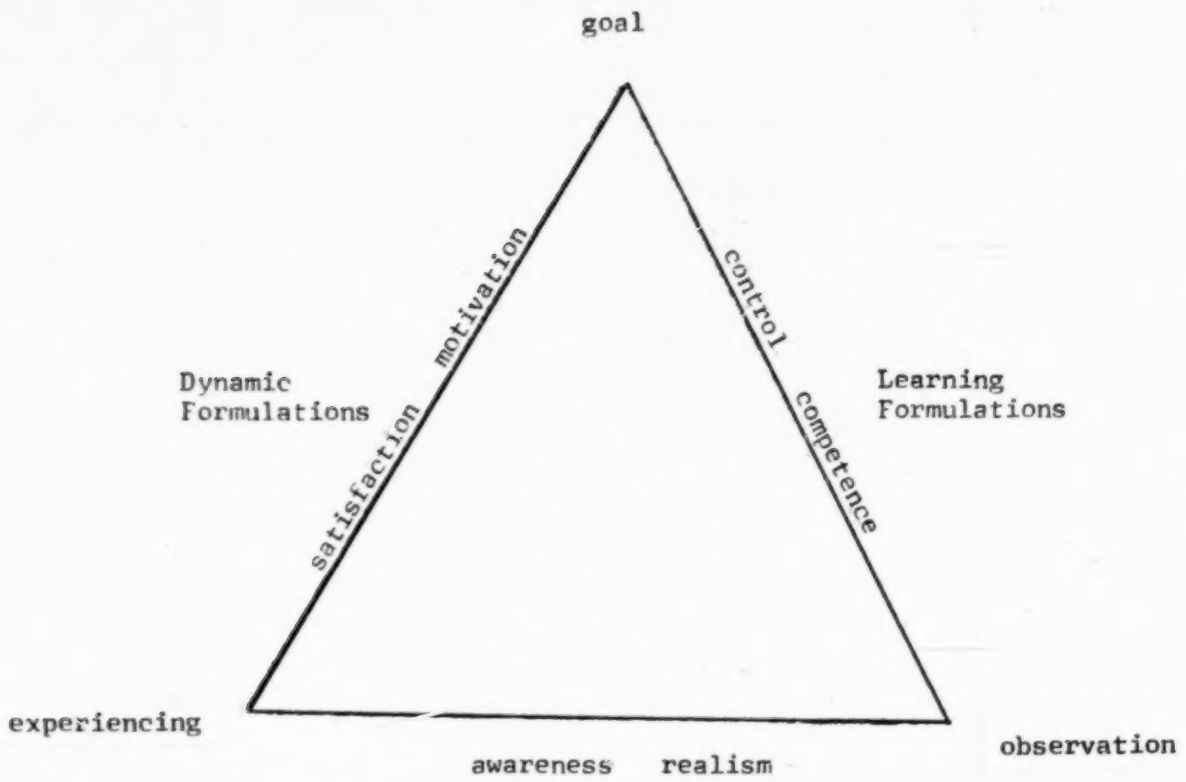
herself doing on the video tape. So we have "e" for experiencing on the left, "g" for goal at the top, and "o" for observation on the right.

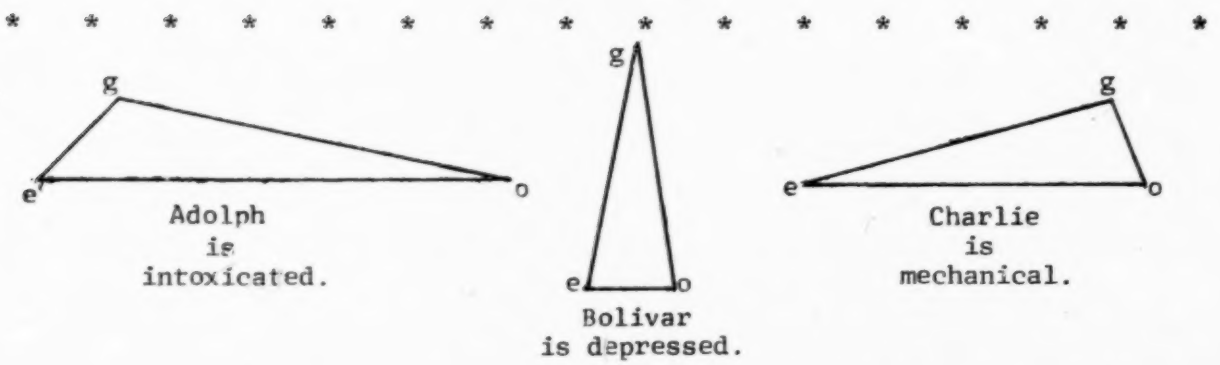
After she has been video taped but before she sees her tape, she privately evaluates her performance. She has some experience of what she did and some goals for herself. The difference between these two is the discrepancy between experiencing and goal. This difference is represented by the left side of the triangle. This difference is her dissatisfaction with her performance. If she is very satisfied with her performance, there is little difference between what she experienced doing and what she tried to do. She feels good about what she did. In that case the left side of the triangle is short. If she is very dissatisfied with her performance there is a big difference between what she experienced and what she tried to do. She feels dissatisfied with her performance and the left side of the triangle is long.

Then she sees her video tape. Her observation of herself is represented by the point at the lower right of the triangle. Before she sees her video tape, she has experienced her performance. Now she also observes it. The base of the triangle represents the difference between her experience of her performance and her observation of it. She identifies some differences between what she thought she was doing and what she appears from the outside to be doing. The difference between her experience and her observation is her degree of awareness or congruence or reality orientation. This is the degree to which inner experience matches external behavior. If she is very congruent, the base of the triangle is short. If she is very incongruent, the base of the triangle is long. Of course if her observation of

F. Fuller 12/29/72

A Representation of Posited Discrepancies and Their Conceptual Bases





her video tape is like another person's observation of her, we can say that the length of this line represents how realistic she is.

She also identified some discrepancies between her observation and her goal. How well did her observable behavior coincide with her goal? The difference between observation and goal is represented by the right side of the triangle. This is her control of her behavior or her lack of control, her ability to manage her behavior so that she is observably doing what she wants to do. If she is observably doing what she wants to do, she is in control of her behavior. If her actions are very different from what she wants them to be, her behavior is out of control.

In summary there are three kinds of discrepancies posited here. One is a discrepancy between the experienced performance and the goal or the desired performance. This discrepancy defines the teacher's satisfaction or dissatisfaction with her performance.

A second is the discrepancy between the experienced performance and the observed performance. This discrepancy defines the teacher's realism about her performance.

A third is the discrepancy between the observed performance and the desired performance. This discrepancy defines the teacher's control of her performance.

Theoretical Considerations

The triangle is a vastly oversimplified representation of three major views of behavior change.

Dynamic and hedonic formulations are concerned with what we here call

the experiencing-goal discrepancy, particularly with motivation and satisfaction. Procedures derived from this view probe experiencing and goals in order to identify motivations. This view is represented of course by the left side of the triangle. The procedures suggested by dynamic and hedonic formulations might be divided into linear methods and metaphorical methods. For example, psychoanalysis seems a linear method because it proceeds step by step. Transcendental meditation on the other hand is a metaphorical method in that it attempts to accomplish similar ends metaphorically that is, all at once.

Perceptual formulations such as client centered therapy and interpersonal process recall are concerned with what we have called the experiencing-observation discrepancy, particularly with increasing awareness of the self and with realism about one's impact, about how one comes across to others. This theory is represented of course by the base of the triangle. Its objective is to achieve a good match between experiencing and observed experiencing, that is truth about onesself or congruence, and truth about others or empathy.

Procedures flowing from perceptual formulations can be linear ones like reflection, clarification and other step by step feedback. Other such procedures are metaphorical such as rolfing, psychodrama, encountering and other kinds of experiential treatments.

Learning theory based procedures such as modeling and reinforcement are concerned with what we have called the observation-goal discrepancy, particularly with increasing the resemblance of the person's externally observable behavior to some desired behavior. This is represented by the right side of

the triangle. Procedures flowing from this orientation can also be linear such as operant conditioning which proceeds step by step. Modeling seems a metaphorical procedure. I think I would also classify biofeedback as another metaphorical method of bringing externally observable behavior up to a standard.

How consistent are the three legs of this conceptualization with the formulations from which they are drawn? I hope this question will be responded to by the other participants in this symposium. Their papers in my possession at this writing suggest to me that this conceptualization is consistent with their views even if vastly oversimplified.

Professor Kagan's Interpersonal Process Recall is represented by the base of the triangle. The first step of IPR has as its purpose to teach the counselor to listen more closely, to become involved, to respond so as to encourage the other person to explore deeper. In other words IPR values self understanding, deep self exploration. The second step helps the person understand his more subtle messages, moods, feelings and gives practice in labeling feelings. Both steps one and two seem attempts to help the individual become more realistic about himself <u>through the offices of an observer</u>. We see this in such questions as "What did you think the other person was feeling about you?" "What did you think he or she really wanted you to do or to make you feel?" In fact realism about the self is an outcome which is apparently achieved. Professor Kagan reports that "teachers are often impressed with the extent to which they do not hide their emotional reactions." This of course is increased awareness, congruence realism about the self.

Although the emphasis is upon realism, the base of our triangle, there

is still some activity on the other two sides of our triangle. Implicit is the desireability of eliminating pain (the left side of the triangle) and there is practice to achieve control of behavior (the right side of the triangle). For example, the subject works first in a simulated situation and then in the in vivo situation. I will appreciate Professor Kagan's comments on the integration of the perceptual view into this conceptualization.

The right side of the triangle represents Dr. McDonald's view. However, he includes procedures addressed to all sides of the triangle in his chapter on behavior modification in teacher education. Two important emphases of his are goal description and observable behavior which are the end points of the right side of the triangle, observation and goal. His example of an appropriate use of the behavior modification paradigm is "self viewing with an experimenter who both reinforced the desired responses and noted instances where the responses should have been emitted" (p. 30). Of course this fits the observation-goal discrepancy very well.

Dr. McDonald also specifies preconditions which might be interpreted as being the other two sides of the triangle. These are motivation (which is the e-g side) and the capacity to "watch" the actions of the person from whom he is learning. This seems to be the ability to be realistic and not distort what is being observed. That is the e-o side of the triangle. In addition Dr. McDonald suggests that increased realism can be reinforcing, that is that a reduced e-o discrepancy is rewarding. He probably would also agree that experienced proximity to the goal (e-g) as well as observed proximity to the goal (o-g) are both rewarding.

I do not have Dr. Ronchi's paper at this writing but I assume from his

past papers that one outcome of interest to him is arousal or increased motivation which is represented by the left side of the triangle, particularly as this is internal attribution of causality or internal locus of control or in more general terms autonomy. I am assuming that his emphasis is upon the experience minus goal discrepancy, although he may want to comment on realism and the capacity to change as well as autonomy as necessary conditions for behavior change.

In sum the triangle posits that three kinds of processes, rather than just one, seem to be necessary for behavior change. These are motivation for satisfaction, awareness for realism and control for competence.

All three probably occur when behavior changes. The investigator may have his eye on one of them. However, it seems likely that when a psychoanalyst is attributing behavior change to lifted repression or unconscious motivation made conscious the patient probably also has become more realistic about himself and more in control of his behavior. This in fact is what is meant by ego functioning. I believe that the research as well as the theory itself attests that making the unconscious conscious, by itself, does not produce behavior change.

On the other hand, when the client-centered therapist attributes behavior change to increased congruence, empathy and authenticity, it is likely that the person has found some ways of managing the other two sides of our triangle by achieving increased satisfaction and control of his behavior. By the same token, behavior modification procedures require some motivation and some realism as prerequisites. The greatest tribute to the potency of behavior modification is, in fact its ability to mobilize, as in

a limp autistic child, whatever motivation and awareness exist.

In short, it seems likely that the theorists themselves would grant that their procedures are designed to achieve a particular end but that persisting change in entrenched behaviors requires awareness, motivation and control rather than just one of these.

Another line of reasoning is to picture the individual whose triangle is not an equilateral one. Adolph at the lower left of your handout is very satisfied, ecstatic in fact, but out of contact and out of control probably intoxicated. Bolivar is depressed: realistic, but miserable and out of control. Charlie looks like Everyman, great control but miserable in spite of his blinders.

A third line of reasoning is suggested by a study Fred McDonald has published, showing that the degree of satisfaction experienced by the teacher before video playback is related to the effects of the playback. In the same way, studies might be designed to discover the relative contributions of realism, motivation and control to behavior change.

My general proposition is that procedures flowing from different theoretical positions calculated to achieve different outcomes ought to be systematically included in multifaceted treatments to change various behaviors.

In addition the subjects, the helpers, the goals and conditions of treatment need to be deliberately chosen for characteristics related to success of confrontation. When unselected student teachers see unselected video tapes of their teaching which occurred in a wide variety of classrooms and teaching climates, the probability of benefit to those teachers is low and the probability of noxious effects is higher than seems justified even

when some one set of propositions about behavior is conscientiously applied.

Application

The chances that desired changes will occur seem best when: the teacher - subject is open, not dogmatic, intelligent and has high self esteem, good body image and the capacity to change; when the helper is facilitating, trustworthy and skilled in maintaining moderate discrepancies among the subject's experience, observation and goals; when the performance situation is typical rather than unusual; when the playback situation is a psychologically safe one; when the feedback is unambiguous; when disruption of the subject's behavior and decrements in performance are accepted as part of the change process; when treatments are provided to establish new behaviors; when all discrepancies are proportionately reduced and when in vivo experiences are tailored to reassemble new automatic behaviors.

Deleterious effects might be reduced when the focuser has himself experienced confrontation and when subjects are not required to submit to playback if they object to it, if they have disabilities which are not remedial, or if they are unlikely to benefit.

In order to clarify what the "helper" ought to do to implement this conceptualization, we offer the following recipe for "personal confrontation", i.e. confrontation based on this conceptualization.

When the recipe says "you", "you" are the cook (the helper) and when it says "he", "he" is the helpee.

You receive and experience what follows, at least once.

You go to where he is.

You reveal yourself as a trustworthy person.

You experience him as he experiences himself.

You confront him with your experience of him.

You observe him as he would observe himself if he could.

You confront him with your observation of him.

You experience his goals as he experiences them.

You confront him with the goals he could have.

When there is no discrepancy there is no confrontation.

When instructed, he becomes aware.

When confronted, he becomes aroused.

Confronted with trustworthy observation, he becomes more realistic.

Confronted with the goals he could have, he becomes dissatisfied.

He feels pain.

His behavior is disrupted.

You provide safety for his failures.

You provide experiences through which he moves toward his new goals.

He experiences satisfaction.

You give him your observation and experience of his movement toward his goals.

This is our simplified 20 step linear recipe for those who want to see whether they want to go to the trouble of baking this cake. We also have a 61 step recipe and a bunch of manuals for those who really want to try to bake the cake. You can request them by signing a sheet after this meeting.